

Dr Radcliffe's CE Primary School

Spirituality Policy



Dr Radcliffe's Church of England Primary School

| School Policy Information | |
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| Date adopted by school LGB: | May 2025 (from the Vision and Values Committee) |
| Signature of Chair: | <i>L Boote</i> |
| Date policy to be reviewed by the School: <i>(Month/Year)</i> | May 2027 |

VISION AND VALUES

Our Vision

At Dr Radcliffe's Church of England Primary School, we aim to create a community in which every individual can live 'Life in all its fullness' John 10 v10.

Our Values

Our Christian Values are Respect, Truth and Kindness. These are rooted in our ethos as a church school, recognising our Christian foundations, and can be seen throughout our attitudes and actions.

Respect

- We value others and their views, celebrating difference and diversity, building a welcoming, inclusive community where all can thrive.
- We value dialogue, listening to children, staff, families and the wider community, treating everybody with fairness and building positive relationships.
- From a foundation of respect and trust, pupils and adults build their skills in teamwork, collaborative thinking and leadership.

Truth

- Dr Radcliffe's is a school where everyone can be themselves.
- Pupils and adults thrive together, finding joy and curiosity in learning and exploring their hopes and aspirations.
- We celebrate the individuality of each person, encouraging them to flourish through developing academic, creative and physical skills. By delivering a broad and enriched curriculum and adapting teaching to each pupil, all are enabled to learn without limits.
- We aim to foster throughout our community personal spiritual growth, an inner strength and confidence, empowering all to contribute to a better, more caring, peaceful World.

Kindness

- Through kindness to themselves and to others, pupils are not afraid to make mistakes and learn from them, developing resilience and independence.

- We nurture each member of the community, caring for them holistically, supporting their physical and mental well-being.
- In thinking of others, both within and beyond the school community, kindness translates into positive actions. Pupils gain an understanding of inequalities in the wider World and are empowered to be agents of change for good.

Introduction

At Dr Radcliffe's Church of England Primary School, spiritual development is recognised as an important part of all pupils' personal development. In our context as a Church school, spirituality is a concern with the human spirit and person beyond the material or physical. This enables us to reflect upon and express creatively about ourselves and others, including that we are unique, loved and special. This enhances our worship and development in giving us the tools and space to develop spiritually.

Spiritual development enables people to look within themselves, at their relationships, and at the wider world. Spirituality involves everyone; every life has a spiritual dimension, whether this is expressed in religious terms or not, so that spiritual development is for all.

Aims

As a school, rooted in the teachings and values of the Church of England, we aim to nurture the spiritual dimension of life for each child by:

- Providing opportunities to explore Christian beliefs and values
- Developing a sense of self stemming from the recognition that they are a unique human being.
- Developing a sense of others and a growing understanding of relationships and what it means to belong to a community.
- Fostering a sense of awe and wonder at the World and its beauty and the developing the ability to reflect upon experiences with a sense of mystery and joy
- Developing a sense of beyond and a willingness to explore the ultimate questions and mysteries of life.
- Developing an awareness of the spiritual dimensions of other World religions

Approach

We develop these aims through providing and promoting the opportunity for children to learn about life, learn from life (a search for meaning, critical reasoning and questions) and learn to live life. Spirituality is about realising or becoming more

aware of one's natural innate spirituality. This approach is based on the idea of four dimensions of spirituality:

(i) Spiritual development - self

Spiritual learners become increasingly aware of the concept of self – the inner person and the way that this shapes their perception of themselves as a unique human being. Spiritual learners reflect on the relationship that they have with their sense of being a unique person.

- Learning about life: an exploration of identity and personal values.
- Learning from life: understanding an inner meaning of self and identity – critical reasoning and big questions.
- Learning to live life: developing a personal set of beliefs.

(ii) Spiritual development – others

Spiritual learners become increasingly aware of the concept of others – a growing empathy, concern and compassion for others. Spiritual learners reflect on how their values and principles affect their relationships with others.

- Learning about life: recognising the values and worth of others
- Learning from life: understanding an awareness of the effect of others on them and how they affect the lives of others
- Learning to live life: in relationship with others: expressing innermost thoughts through words, art or actions.

(iii) Spiritual development – world and beauty

Spiritual learners become increasingly aware of the concept of a physical and creative World. They are enabled to respond emotionally to experiences of the wonder of the natural world and the results of human creativity. Spiritual learners explore their understanding of beauty and the effect this has on their perception of and relationship with the World.

- Learning about life: exploring experiences of beauty
- Learning from life: reflecting on experiences of beauty
- Learning to live life: expressing an idea of the meaning of beauty: expressing innermost thoughts through words art or actions and being moved emotionally by beauty.

(iv) Spiritual development – beyond

Spiritual learners become increasingly aware of the concept of the beyond – a growing relationship with the transcendental and the ability to explore experiences beyond the everyday. Spiritual learners search for meaning in their very existence and their place in the greater scheme of things.

- Learning about life: a growing appreciation of the intangible – truth, love
- Learning from life: reflecting on the beyond
- Learning to live life: expressing the need to understand the purpose of life.

Opportunities for Spiritual Development

In our school we seek to find ways in which all areas of the curriculum, collective worship and the ethos of our school can contribute to children's spiritual development.

We provide opportunities for children to develop a knowledge of the Bible and Christian teaching. We provide opportunities for prayer and reflection including silence and stillness, both through collective worship and through the curriculum. This may include music, art and images, collective worship reflections and 'BeSpace.'

We encourage children to develop relationships based on our Christian values of Respect, Truth and Kindness.

We encourage children to make the links between biblical values, the life of the school and the wider community. The Christian values underpin our behavior policy.

We seek to foster spiritual capacities through developing an understanding of self and relationships with others, through our ethos and through PSHCE, art, music, RE and science, e.g. imagination, insight and empathy.

We allow children the opportunity to explore and express feelings and emotions.

We share feelings and experiences that foster hope and joy, reassurance and encouragement.

We create opportunities for the awe and wonder of our World and explore its creation.

We encourage children to ask searching questions about the world, relationships within the world, religions and God.

We encourage children to reflect and respond on how this spiritual experience and understanding impacts on their lives and shapes the way in which they live.

Monitoring and evaluation

This policy is a working document. Therefore, it is open to change and restructure as and when appropriate. The provision for spiritual development of children will be considered and monitored when the Foundation Governors and the Headteacher evaluate all aspects of the school as a Church School.